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ABSTRACT

Critical issues facing higher education in New York State and recommendations of the New York Regents are covered in this first volume of the 1984 Regents statewide plan for postsecondary education. Information is provided on goals, issues, proposed actions, and recommendations for each of the following concerns: access, excellence, employment and economic development, diversity, effective use of resources, and enrollment projections. Also provided are 11 postsecondary objectives accepted by the Governor and retained from the 1980 statewide plan. The Regents' top priority in the 1984 plan is to extend educational access in order to provide equal opportunity for postsecondary education. Another goal is to increase the number of handicapped persons and economically disadvantaged and minority students and women who attend and complete college programs, particularly in technical fields. Additional access issues include: ensuring that students can overcome financial barriers to access; increasing the representation of minorities and women among college faculty and professional staff; attracting able students to teaching careers at all levels; assuring opportunities for adults to return to college; and preparing underprepared applicants for college-level study. (SW)

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THE REGENTS STATEWIDE PLAN FOR THE DEVELOPMENT OF POSTSECONDARY EDUCATION IN NEW YORK STATE, 1984

Volume I
Regents Proposals for Action and Regents Recommendations

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230
October 1984

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THE REGENTS STATEWIDE PLAN
FOR THE DEVELOPMENT OF POSTSECONDARY EDUCATION
IN NEW YORK STATE
1984

Volume I

Regents Proposals for Action and Regents Recommendations

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12230

October 1984

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THE BOARD OF REGENTS
THE UNIVERSITY OF THE STATE OF NEW YORK

October 31, 1984

To the Governor and the Legislature of the State of New York:

Pursuant to Section 237 of Education Law, I am pleased to present The Regents Statewide Plan for the Development of Postsecondary Education, 1984, on behalf of The Regents of The University of the State of New York and the University's member colleges and universities, public, independent, and proprietary.

This Statewide Plan is a response to the challenges facing New York and its postsecondary institutions for the remainder of this decade. It is the result of a two-year effort, in close consultation with our colleges and universities, to *identify issues, conduct research, formulate policies, and propose actions and recommendations* to address the issues. In it, we have called on New York's colleges and universities to act in 33 specific areas, determined that the Regents and the State Education Department will take 22 specific actions, and make 17 recommendations to the Governor.

The people of New York now have a high degree of access to a wide variety of excellent postsecondary educational programs of study. The Regents top priority in this Plan is to extend that access further, in order to provide equal opportunity for postsecondary education for all New Yorkers. We must enhance opportunities for the poor, members of minority groups, persons with disabilities, women, and adults, not only to participate in higher education but to be given the assistance they need to ensure successful completion of their studies. At the same time, we must ensure that excellence is maintained in our colleges and universities and that New York State's preeminence in higher education is retained. We must make certain as well that this system is responsive to the economic, cultural, and social needs of the State.

The Regents and the Education Department will continue to exercise vigilance in the application of standards for programs of study. The institutions will strive to fulfill their mission of instruction, research, and public service. The Governor and the Legislature must assure that adequate resources are available to our colleges to maintain and enhance excellence, and to provide access to higher education to those who seek it.

In this year of the bicentennial of The University of the State of New York, the Regents have adopted an Action Plan to Improve Elementary and Secondary Education Results in New York State. This Statewide Plan for the Development of Postsecondary Education and the Action Plan complement one another. Together, they will assure an educational system in this State that responds to New York's needs, provides high quality education, and assures access to that education for all New Yorkers. Like the Action Plan, this Statewide Plan is not a static document. It identifies goals and directions to guide all four postsecondary sectors in the next four years. The Plan will grow and evolve as it is implemented. As part of the implementation process, the Regents will propose specific bills to the Legislature in our annual legislative programs. The Regents, the Education Department, and New York's public, independent, and proprietary colleges and universities will each play a critical role in advancing the goals set forth in this Plan. We call on the Governor and the Legislature to assist us in making full implementation of the Plan possible.

Respectfully submitted,

Willard A. Genrich

WILLARD A. GENRICH

Chancellor

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THE REGENTS STATEWIDE PLAN FOR THE DEVELOPMENT OF POSTSECONDARY EDUCATION IN NEW YORK STATE,

Volume I

Regents Proposals for Action and Regents Recommendations

The Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1984, is in three volumes. In this volume, the Regents set forth proposed actions, and their recommendations to the Governor, to address the most critical issues facing higher education in New York, together with an opening statement and the Objectives in the 1980 Statewide Plan that were accepted by the Governor and are retained in this Plan.

Volume II of the Plan examines in detail the critical issues facing higher education in New York State and provides substantive information in relation to the proposals and recommendations by the Regents. Volume III summarizes the master plans of the sectors of postsecondary education in New York, and sets forth the Regents actions on those sector plans.

THE 1984 PLAN: AN OPENING STATEMENT

Since their establishment by the Legislature in 1784, the Regents of The University of the State of New York have guided the development of higher education in New York. During the 200 years of their stewardship there has emerged the most impressive array of colleges and universities in the country. Today New Yorkers are accorded educational opportunities unequaled in quality, diversity, and accessibility. Nearly 250 colleges and universities—from internationally known research centers to colleges serving local communities, from liberal arts colleges to professional schools—are within reach of virtually every resident. The challenge in this bicentennial year is to make this richly diverse system even more accessible to all New Yorkers while preserving its quality in the face of limited fiscal resources and a diminishing pool of college-age students.

For many years, equal educational opportunity has been one of the Regents major goals. In this Plan it is their top priority. The Regents call upon the Governor, the Legislature, colleges, universities, schools, professional societies, business and industry, community organizations, and others to join them in expanding access to all who are capable of benefiting from a college education. In special need of our collective efforts are the students who are most economically disadvantaged. They are entitled to such access, regardless of sex, race, color, or creed, based on the doctrines of human and civil rights that we all hold so dear. In addition, economic considerations require that all residents of this State join in supporting the education of our disadvantaged population, if only in their individual self-interests.

To attack this issue head-on we must concentrate the various aid programs of the State and Federal governments on those students most in need of financial assistance. We recognize the difficulties of arriving at a definition of the needs and the entitlement of each student. Difficulty, however, should not forfend against effort. The Regents hope to reap both short and long-term benefits from this effort. In the short term we would require of students who receive aid that which we expect from all students: a clear indication of their involvement and demonstrated academic achievement. In the long term, we expect that these students will make a significant contribution to our economy. In providing necessary funds we should not rely too heavily on loans. To reduce a debt burden which has already reached Sisyphean proportions for many of our students, the Regents recommend that the State make educational grants to students who are willing to provide public service, such as tutoring at the elementary and secondary level for pupils operating under educational handicaps. In the process, the college students would be earning their way and providing role models for our youth. In this Bicentennial year, the Regents are committed to promoting access to postsecondary education and to delivering the most assistance to the least advantaged.

Financial barriers are not the only impediments to access. Many New Yorkers, particularly minorities, never make it to college because they drop out of school along the way. Even fewer persist in gaining access to professional careers. If we are to improve their chances of succeeding, people at all levels of education must work together. This Plan recommends several approaches to this important issue, including: the creation of a statewide professional entry program to increase the number of minorities in the professions; enhancement of the State's postsecondary opportunity programs; the use of college students as tutors in schools with high attrition rates; and special efforts in science, technology, and foreign languages.

The Regents also recognize the need to provide full equality of opportunity to persons with disabilities. They urge all colleges and universities to eliminate any remaining physical barriers on their campuses and to make available those supportive services required to ensure access to postsecondary education for disabled persons.

The ever-growing population of adults who wish to pursue a college education must also be assured of opportunities to study at convenient times and places and in appropriate formats. The Regents will continue to offer their external program of college examinations and degrees to people willing to study independently and urge colleges to continue to provide high quality courses and degrees at times of convenience — on weekends and evenings — using new interactive instructional technologies, if appropriate. All these learning opportunities will be made known to nontraditional students through the established Education Information Centers.

The counterpart to access is the quality of a college education in New York. Quality must be assured if students are to spend exceptional amounts of time, energy, and money to learn. Access to anything less than high quality is not worth the effort. The Regents have set rigorous standards that must be met by all colleges and universities, public and independent, not-for-profit and proprietary alike. No institution may offer degrees in New York unless it has qualified faculty, adequate degree and curricular requirements, and satisfactory classrooms, laboratories, library and fiscal resources—

in short, the ingredients essential to sound academic programs. There are no diploma mills operating in the Empire State. For their review of doctoral programs, in particular, the Regents have earned New York a national reputation for excellence. Thus, while preserving academic freedom on campus, the Regents provide safeguards to students, parents, employers, and all persons against shoddy academic practices. For their vigilance over academic standards the Regents are recognized by the Federal government as a national accrediting body, the only state organization so recognized in the United States.

The quality of New York's higher education system can be maintained and enhanced in the years ahead if we build on its existing strengths. The Regents ask the Governor and the Legislature to continue strong financial support of higher education as a good investment not only in the State's current economic development but also in its long-term future. Additional support for graduate education and research is especially critical. We can ill afford to neglect these areas. We may have lost a generation of scholars in the humanities and social sciences already through inadequate funding of graduate education.

In March of this year the Regents adopted a plan to improve performance in the elementary and secondary schools in New York State. This Plan for postsecondary education builds on that earlier work in a number of ways, but none more important than in the area of teacher education. The Regents renew their commitment to attracting the most able students to teaching careers in our schools and recommend that the Governor and the Legislature extend the recently established Empire State scholarships and fellowships in mathematics and science to other areas of current or developing shortage, such as foreign languages, special education, and occupational education. Colleges should target new programs on these same critical areas and develop Master of Arts in Teaching programs as a means of providing an alternative entry point to careers in teaching. Both colleges and schools should use the Teacher Resource and Computer Training Centers as an important means of meeting the in-service needs of teachers in such areas as the application of technologies to instruction, education for a global perspective, and integrating the arts into the curriculum.

A third goal is the more effective use of postsecondary education for the economic development of New York. During the past two years the Regents have developed close relationships with The Business Council of New York State to strengthen the effectiveness of education at all levels in promoting economic development. The Regents position paper on education and economic development summarizes actions and recommendations. This Plan focuses on the initiatives of research, technical assistance, and specialized training which colleges and universities must provide for New York's economic health and growth.

The fourth goal of the 1984 Plan is the preservation of New York's diverse system of higher education. The Regents restate their firm commitment to the maintenance of four strong and autonomous sectors to enable students to choose according to their needs, interests, and abilities. The Regents will monitor the availability of academic programs across the State's eight planning regions and continue to consider diversity as they review proposed amendments to institutional master plans.

The commitment to diversity leads logically to consideration of how best to use the State's resources. At the Regents urging, the Department has begun working with the sectors to develop a common data base which will enable the State's policymakers to understand better the effects of student financial aid, tuition levels, and institutional aid in the postsecondary system. These factors need to be reviewed against the Regents projections of declining enrollments during the period covered by this Plan. For 1988 the Regents project an overall enrollment decline of nearly four percent, and approximately nine percent in full-time undergraduate enrollment, compared to 1983. Since so much of the State's financing of higher education is driven by enrollment, the Regents recommend that the State set aside a portion of savings in State aid resulting from such declines and redirect it to assure the maintenance of quality and access in all sectors. At the same time, the Regents urge all postsecondary institutions to review their own management and cost efficiency systems in anticipation of a shrinking pool of traditional college-age students.

This Plan also urges degree-granting institutions to make the most effective use of limited resources through cooperative efforts to avoid unnecessary duplication of programs. Colleges are called upon to preserve the vitality and quality of the liberal arts while pursuing vocational, professional, and high technology programs as suits their individual missions; to make even stronger connections with the secondary schools by more formal and more regular articulation through such means as consortia of colleges, schools, and civic and business leaders; by a greater commitment to preparation of teachers; and by clearly stating the academic skills they expect entering students to have mastered; and thereby diminish, if not eliminate entirely, the need for costly programs of remedial study.

With this Plan the Regents mark the culmination of two years of consultation with those involved in the process of planning for higher education. The process began with the identification of the major issues con-

fronting postsecondary education by the Regents and the Department, representatives of the Governor, and the Commissioner's Advisory Council on Postsecondary Education, in 1982, and it has continued through the preparation and submission of each sector's master plan. It has become clear throughout this quadrennial review that our colleges and universities are making a critical contribution to improving the quality of life in New York State. Higher education develops and nurtures such attributes as analytical thinking, creative expression, problem solving, social consciousness, awareness of societies beyond our own, ethical and moral values, and aesthetic appreciation. These are the skills and qualities we must bring to bear on existing and future problems if we are to enhance the quality of life for all of society. The Regents concern for the state of postsecondary education is based on a commitment to give each individual an opportunity to succeed and to bring to society-at-large that quality of life which can only be present where education has been allowed to flourish. This Plan for the Development of Postsecondary Education is intended to help create such an environment through a renewed and vigorous commitment to the expansion of access and the enhancement of excellence in New York's colleges and universities.

REGENTS RECOMMENDATIONS FOR THE DEVELOPMENT OF POSTSECONDARY EDUCATION, 1984-1988

A SUMMARY

ACCESS

Goal. ACCESS. To provide equal opportunity for postsecondary education for all New Yorkers without discrimination on any invidious grounds (including age, race, sex, creed, national origin, geographic location, economic status, or handicapping condition), including the provision of equal opportunity for all who are admitted to postsecondary institutions to complete the courses and programs in which they are enrolled.

Issue 1. Increasing the number of economically disadvantaged and minority students and of women who participate in and complete undergraduate and graduate programs, particularly in technical fields such as mathematics, science, engineering, computer science, and professional programs, and increasing the number of handicapped persons who participate in and complete degree programs.

Actions

The Regents set forth the following actions to be undertaken by colleges and universities during the period of this Plan:

1-a. Establishment by colleges and universities of collaborative programs with elementary and secondary schools to increase the number of minority and women students who will be qualified to attend college and major in the sciences and technologies.

1-b. Special efforts by two- and four-year higher education institutions to enroll and assist minority students in educational programs that qualify them for licensure in the professions.

1-c. Provision of full equality of opportunity to persons with disabilities. Institutions should strive to eliminate barriers that preclude participation by disabled persons, and should promote efforts for full access. Special efforts should be made to ensure the availability of those supportive services which may be required to ensure disabled persons access to postsecondary education.

1-d. Cooperative efforts by colleges and universities to provide enhanced support services — especially job placement — for disabled students. If such cooperative efforts show success, the Regents believe that a State program to fund promising cooperative endeavors in this area should be considered.

During the period of this Plan, the Regents and the Department will:

1-e. Collaborate with other State agencies to develop training projects designed to increase the skill levels of minority staff currently employed as nonprofessionals and paraprofessionals who, with additional education and training, could qualify for professional licensure.

1-f. Collect annually from institutions information on minority enrollment and completion of degree programs, and on actions taken to increase access to high demand programs.

RECOMMENDATIONS

1-g. To enhance services to educationally disadvantaged children, the Regents recommend that the Governor propose to the Legislature the establishment of a program to provide aid to college students who perform tutoring and other educational services in schools with high attrition rates. Classroom teachers should directly supervise this program and should work with college faculty in establishing criteria for the selection of student tutors and standards for the operation of the program.

1-h. The Regents recommend that the Governor join with them and the Legislature to establish and fund a statewide professional entry program for the purpose of increasing the proportion of underrepresented minorities in educational programs leading to professional licensure.

1-i. The Regents recommend that the Governor propose to the Legislature that formal mechanisms be established, both at the regional and State levels, to assure that local education agencies, public libraries, professional groups, institutions of higher education, and the Education Department collaborate on activities designed to increase significantly, on both a short-term and a long-term basis, the proportion of minorities in the licensed professions.

1-j. Many of the barriers to participation in postsecondary education for low-income persons, members of minority groups, women, and the handicapped are outside the realm of the schools. In recognition that those barriers are most acute in the State's cities, the Regents recommend that the Governor propose to the Legislature the creation of Centers on Urban Issues. These centers would bring together the combined resources and talents of our postsecondary and other educational institutions, business and industry, joint apprenticeship council, and city and county governments to address and propose approaches to the educational and noneducational problems which limit full participation in society and access to postsecondary education.

1-k. In 1980, the Regents encouraged the Congress to enact the Urban Grant University program to assist urban universities to meet urban needs, as part of the Federal Higher Education Act; the Regents recommend that the Governor join them in working for reauthorization and funding for that program.

Issue 2. Ensuring that full-time or part-time students who are unable to meet the costs of whatever higher education program suits their qualifications and interests can overcome financial barriers to access.

Actions

During the period of this Plan, the Regents and the Department:

2-a. Will develop a State legislative proposal for a new, substantial program of aid to students in exchange for performance of varied, specific forms of public service. Such aid would be repayable, with interest, should the recipient not meet the public service obligation.

2-b. Will develop State legislative proposals that address the adequacy of the State's current student grant programs to meet the needs of (a) students from low-income families, (b) graduate students, (c) part-time students, and (d) independent students; and to reduce reliance by lower-income students on loans to meet college-going costs.

2-c. Urge the State University Trustees and the City University Trustees each to elaborate on its tuition policy by adopting a detailed statement of policy to guide the setting of tuition levels that includes criteria to guide the determination of those levels.

RECOMMENDATIONS

2-d. The Regents commend the Governor and the Legislature for enhancing the Tuition Assistance Program for full-time undergraduates and for establishing a new student aid program for part-time undergraduates, and recommend that the Governor join them in efforts to assure (1) that reauthorization of the student aid programs established by the Federal Higher Education Act meets the needs of New Yorkers and (2) that appropriations are adequate to meet the needs of students. It is especially important (a) that Federal student aid programs provide adequately for the needs of low income students; (b) that the maximum Pell Grant, which currently equals less than half the actual cost of attendance for a resident undergraduate at almost all institutions in New York, be increased; (c) that the Supplemental Educational Opportunity Grant, College Work-Study, and Cooperative Education programs be enhanced; and (d) that aid for graduate students be enhanced and funded.

Issue 3. Increasing the representation of minorities and women among college and university faculty and professional staff.

Actions

The Regents set forth the following activities to be undertaken by colleges and universities during the period of this Plan:

3-a. Implementation of strategies to increase the size of the pool of women and members of minority groups qualified for faculty positions, as set forth in the Regents action paper, "Increasing Minority Access to the Licensed Professions."

3-b. Development and implementation of programs

to recruit, hire, and promote minority and female faculty and administrators, and to provide ongoing activities to orient and sensitize administrators and faculty to the special needs of minority students.

Issue 4. Attracting able students to teaching careers at all levels, particularly in disciplines where shortages are projected, despite discouraging short-term prospects for employment and income.

Actions

To enhance elementary and secondary education, and thus access to postsecondary education, the Regents set forth the following activities to be undertaken by colleges and universities during the period of this Plan:

4-a. Development or expansion of programs for the education of teachers of mathematics, the physical and biological sciences, foreign languages, occupational education specialties, and special education fields — areas of current or developing teacher shortage. The Regents encourage the establishment of such programs that meet registration standards, particularly Master of Arts in Teaching (M.A.T.) or similar graduate programs.

4-b. The enhancement of elementary and secondary schools' support structures — guidance services, health services, psychological services — through the education of certified professionals in these areas and paraprofessionals to assist them. Consideration should be given to the review of existing standards and definitions of responsibilities for paraprofessionals in these support areas.

4-c. The fostering, in cooperation with school district leaders, of relationships among colleges, schools, and industries that provide and enhance personnel exchanges and personnel cooperation.

During the period of this Plan, the Regents and the Department:

4-d. Will develop a State legislative proposal to establish distinguished chairs in education as a component of the Schweitzer chairs in the humanities, to support excellence and scholarship related to the field of education.

4-e. Will encourage colleges, universities, and Teacher Resource and Computer Training Centers to provide in-service activities to foster education for a global perspective, education for civic values, integrating the arts into the curriculum, application of emerging technologies to instruction, development of group dynamics skills, and other areas of special concern that are identified by school districts.

4-f. Call on the sectors to join with the Department in a study of the desirability of requiring the master's degree as the entry-level credential for teaching.

RECOMMENDATIONS

4-g. The Regents recommend that the Governor propose to the Legislature the establishment of aid programs to attract additional numbers of students to prepare for careers as teachers of foreign languages, of special education, and of occupational education specialties in the schools, areas of current or developing teacher shortage. Such programs might be similar to the recently established Empire State scholarships and fellowships for teachers of mathematics and science.

Issue 5. Assuring opportunities for adults to return to colleges or universities for study related to civic responsibility, personal growth, or employment.

Actions

Because it is the policy of the Regents that educational services provided to adults should be equal in quality to those provided to traditional college-age students, they set forth the following activities to be undertaken by colleges and universities during the period of this Plan:

5-a. Review of programs intended particularly for nontraditional students to ensure that they meet the same standards of quality the institution maintains in its traditional programs.

5-b. Provision of academic programs and support services at convenient times and in formats appropriate to nontraditional students.

5-c. Collaboration with Education Information Centers to disseminate program information to nontraditional students.

Issue 6. Preparing underprepared applicants for college-level study.

Actions

The Regents set forth the following activities to be undertaken by colleges and universities during the period of this Plan:

6-a. To agree upon and describe, by 1986, their expectations of the competencies and subject matter that a high school graduate should possess to undertake postsecondary study. In developing their expectations, postsecondary institutions should take into account the new requirements established by the Regents in the Action Plan to Improve Elementary and Secondary Education Results.

6-b. Application of recent advances in learning technology to the provision of remedial services.

During the period of this Plan, the Regents and the Department will:

6-c. Encourage Teacher Resource and Computer Training Centers to initiate pilot projects to improve articulation between secondary and postsecondary education. Such projects would bring together college faculty who are interested or involved in remedial/developmental education with secondary school faculty and administrators. Pilot activities might include the development of secondary school modules on study skills and time management, and review of modes and techniques of instruction. Successful pilot projects would serve as models for dissemination through the other Teacher Resource and Computer Training Centers.

6-d. Work with the sectors and appropriate individuals and professional organizations in remedial/developmental education to develop, by 1988, standards for reporting student progress and a broad agreement on appropriate credentials, standards of good practice, and methods for recognizing remedial/developmental faculty effectiveness.

6-e. Review, in cooperation with the sectors, the future directions of the State's opportunity programs and prepare, by mid-1986, recommendations to the Governor and the Legislature.

EXCELLENCE

Goal. EXCELLENCE. To promote and maintain high quality in all endeavors of each institution, whatever its mission, and institutional autonomy within the postsecondary system as a whole.

Issue 7. Preserving the vitality and quality of the liberal arts and sciences along with expanding vocational, professional, and applied programs in a period characterized by high student interest in programs which lead directly to employment and by institutional competition to maintain enrollment.

Actions

The Regents set forth the following activities to be undertaken by colleges and universities during the period of this Plan:

7-a. To consider requiring study of a language in addition to English for admission, by 1990.

7-b. To establish, strengthen, and expand language studies, area studies, studies of international commerce, student and faculty exchange programs with foreign universities, and courses and other learning activities in other disciplines to enhance the understanding of foreign cultures.

7-c. To include in their efforts to assure the excellence of their academic endeavors the following elements, as appropriate, in order to assure that every student's postsecondary education is both liberal and humane, in the broadest sense, and one that develops the student's scientific and technological literacy:

i. *at each institution that offers study in the liberal arts and sciences*, maintenance of strong liberal arts programs;

ii. *at each professional school*, programs that assure and build upon a prior liberal arts and sciences education and that assure advanced education that is liberal and humane as well as provides professional competence.

iii. *at each highly specialized degree-granting institution*, education that provides liberal and humane experiences for the students as well as up-to-date technical competence.

In each sector, institutions have taken steps already to respond to this issue. In their 1986 progress reports, the Regents will ask each sector to select exemplary responses and report on those institutions' experiences.

7-d. To join with the Regents in urging the Congress to expand and reauthorize the International and Foreign Language Studies programs in Title VI of the Higher Education Act, and to increase funding for international exchanges through such programs as the Fulbright and Fulbright-Hayes programs, International Visitors Program, and the Eisenhower and Humphrey fellowships.

7-e. To join the Regents and the Department in developing proposals for State programs that would increase international understanding and educational opportunities for residents of third world nations by encouraging enrollment of foreign students in colleges and universities in all sectors in New York. Such programs must assure that enrollment of foreign students will not reduce opportunities for New Yorkers.

Issue 8. Maintaining the excellence of graduate and professional programs in a context of increasing costs and competition for resources.

Actions

The Regents set forth the following activities to be undertaken by colleges and universities during the period of this Plan:

8-a. That graduate degree-granting institutions offer only those graduate programs that they determine are educationally needed and for which there are resources to assure quality.

8-b. That graduate degree-granting institutions with the necessary strengths in appropriate disciplines develop graduate-level area studies programs, to educate the professionals and researchers needed to address international issues and individuals with an appreciation for cultural diversity.

8-c. That institutions take steps to assure the continued adequacy of their library collections to support their programs of study and research.

8-d. That institutions engaged in research in the disciplines of education increase, to the extent practicable, collaborative research efforts with personnel of New York's elementary and secondary schools. Such collaborative efforts best assure a direct effect on instruction.

During the period of this Plan, the Regents and the Department will:

8-e. Consider educational need and the adequacy of available resources in reviewing proposed graduate programs.

RECOMMENDATIONS

8-f. Maintenance of adequate resources for graduate education and research is essential to excellence in those areas; therefore, the Regents strongly urge the Governor to seek from the Legislature adequate support for the graduate education and research activities of New York's institutions, not solely in the natural sciences and the professions, but in the humanities and social sciences as well.

8-g. The Regents recommend that the Governor propose to the Legislature adequate funding for the Department's ongoing doctoral program evaluations and for extension of the methods used in such evaluations to selected disciplines at the master's degree level.

Issue 9. Responding to the need for equipment for instruction and research.

Actions

In recognition of the Governor's efforts to assist institutions with the purchase of equipment, during the period of this Plan, the Regents and the Department will:

9-a. Survey the needs for teaching and research equipment, especially computer-assisted equipment, of a representative sample of post-secondary institutions. The results of the survey will be reported to the Governor and the Legislature with an indication of the fiscal implications of the findings and suggestions for action.

The Regents set forth the following activities to be undertaken by colleges and universities during the period of this Plan:

9-b. To conclude agreements with business and in-

dustry for the joint use of facilities or equipment, or both, for their mutual benefit.

RECOMMENDATIONS

9-c. The Regents recommend that the Governor seek from the Legislature adequate funding to meet the needs of colleges and universities for teaching and research equipment.

Issue 10. Making more effective use of limited resources by increasing interinstitutional and intersector cooperation, including joint program offerings, regional planning efforts, cooperation between postsecondary and secondary institutions, and shared use of facilities, library resources, and technology resources.

Actions

The Regents set forth the following activities to be undertaken by colleges and universities during the period of this Plan:

10-a. Exploration by the State-supported Centers for Advanced Technology, the Center for Industrial Innovation at Rensselaer Polytechnic Institute, and other research universities in New York of the development of video and computer networks to expand their educational activities and services to industry.

10-b. Strengthening of existing regional organizations and, where appropriate, development of new ones, for the purpose of fostering increased regional cooperation in planning and coordination.

During the period of this Plan, the Regents and the Department will:

10-c. Develop a proposal for a dissemination program to be established for the purpose of making available to institutions that plan to initiate interinstitutional computerized networks the experience and expertise of those colleges and universities which have participated in successful programs.

RECOMMENDATIONS

10-d. The Regents recommend that the Governor propose to the Legislature the establishment of a program of State support for intersector and interinstitutional cooperative activities.

10-e. The Regents recommend that the Governor seek from the Legislature increased support for the cooperative efforts linking academic and research libraries with one another and with special libraries, public libraries, and school libraries in networks that provide a wide range of access to resources.

EMPLOYMENT AND ECONOMIC DEVELOPMENT

Goal. EMPLOYMENT AND ECONOMIC DEVELOPMENT. To assist the revitalization of New York's economy by working in cooperation with business and industry.

Issue 11. Employment. Identifying changing personnel requirements and providing appropriate adjustments in academic programs to meet these requirements, particularly in such costly fields as the health professions and engineering. Exploring ways to encourage graduates of advanced programs in these fields to stay in New York State.

Actions

To support New York employment needs, the Regents set forth the following actions to be undertaken by colleges and universities during the period of this Plan:

11-a. Maintaining and building on the knowledge, skills, and attitudes developed in a liberal arts education at the same time that they provide the technical skills related to specific careers.

11-b. Developing awareness among students and employers of the applicability of knowledge and skills developed in the study of the humanities and the social and behavioral sciences to the needs of business and industry, government, and society.

11-c. Enhancement of advisement for undergraduates considering careers in health-related professions to provide strong directive counseling on the relative need for various categories of physicians and other health personnel. Intensification of efforts by medical schools and postgraduate residency programs at advising stu-

dents on the relative need for physicians in various specialties and locations.

During the period of this Plan, the Regents and the Department will:

11-d. Work with the State Commerce and Labor Departments and the State Occupational Information Coordinating Committee to provide postsecondary institutions annually information on high demand occupational areas requiring college degrees and statistics on degrees awarded in related disciplinary areas.

11-e. In consultation with medical school deans, the Department of Health, and other appropriate bodies, undertake a study to identify those areas in which closer articulation between undergraduate and graduate medical education is desirable and to suggest actions to bring it about.

Issue 12. Economic Development. Using college and university instructional, service, and research programs to promote the economic growth of the State. Increasing partnerships among institutions of higher education and secondary schools, business and industry, and economic development agencies to support economic development.

Actions

To support New York's economic development, the Regents set forth the following actions to be undertaken by colleges and universities during the period of this Plan:

12-a. Cooperating with Private Industry Councils established under the Job Training Partnership Act and with the Department's Regional Education Centers for Economic Development to support the training needs of business and industry in the State.

12-b. Increasing their instructional, research, and service activities in the broad technological groups, Electronics/Information and Medical/Biological, in ways appropriate to their missions.

12-c. Building additional connections among themselves and with business, industry, and government agencies, thereby strengehening graduate academic and professional programs and theoretical and applied research.

12-d. Achieving and maintaining excellence, and expanding efforts, at the doctoral level in engineering, computer science, mathematics, and the physical and biological sciences by institutions offering doctoral study in those disciplines.

During the period of this Plan, the Regents and the Department will:

12-e. Continue to support and provide assistance to economic development projects of the New York State Science and Technology Foundation, including the State-supported Centers for Advanced Technology, and promote statewide cooperative projects of the Centers.

RECOMMENDATIONS

12-f. In view of the continued importance in this decade of doctoral study and research in engineering, computer science, mathematics, and the physical and biological sciences, the Regents recommend that the Governor propose to the Legislature the establishment of fellowship and scholarship programs to attract additional numbers of students to full-time doctoral study in those disciplines.

DIVERSITY

Goal. DIVERSITY. To preserve and foster a diversity of institutions and programs to enable choice related to need, interest, and ability.

Issue 13. Defining and ensuring a diverse system of higher education with options among programs and types of institutions in four strong and autonomous sectors, in support of student choice.

Actions

In support of Objective 9 from the Regents 1980 Plan, "In 1990 New York State will continue to have a balanced system of higher education with four strong and autonomous sectors — State University, City University, the independent sector, and the proprietary sector — coordinated through the master planning process,"

with State University, City University, and the independent sector each including a mixture of open-admission and selective institutions at the undergraduate level, during the period of this Plan, the Regents and the Department will:

13-a. Review proposed master plan amendments against criteria of maintaining diversity.

13-b. Issue annually a report on the diversity of postsecondary education in New York State that includes information on the ranges of access to programs and types of institutions, regionally and statewide.

13-c. Recommend allocations of funds as indicated under the Goal of "Effective Use of Resources" to help maintain diversity.

EFFECTIVE USE OF RESOURCES

Goal. EFFECTIVE USE of RESOURCES. To achieve the most effective use of resources allocated to postsecondary education, consistent with the State's fiscal condition and the goals of Excellence, Access, and Diversity.

Issue 14. Exploring how changes in State policy with regard to student financial aid, tuition levels, and institutional aid would influence the effective use of resources.

Actions

During the period of this Plan, the Regents and the Department will:

14-a. Issue annually a report on postsecondary education summarizing and analyzing standardized educational statistics on education costs from a newly developed and generally accepted data base. Use the analysis for the purpose of informing discussion on policies to promote the most effective use of the State's resources for postsecondary education, and making recommendations on allocation of State resources.

Issue 15. Reallocating and, if necessary, reducing resources to accommodate reduced enrollments, shifting student interests and academic priorities, and straitened State and Federal budgets, without adversely affecting the quality of remaining programs or forgoing all new initiatives.

RECOMMENDATIONS

15-a. In view of the relationship between funding and enrollments, the Regents recommend that the Governor work with State University to "pursue new, improved, and more flexible funding formulas for public higher education," which State University says it will pursue in Recommendation #22 of its 1984 master plan.

15-b. The Regents recommend to the Governor that a portion of the savings in State aid resulting from declining enrollments in all sectors, should they occur, be used to meet the special needs of access, the maintenance of quality, or both. This issue was first addressed in the Regents 1980 Statewide Plan, and the Regents agree with the Governor's response that such a plan should not be a guarantee of long-term protection against enrollment declines. The Regents do not expect or desire such a guarantee, but rather call for protection of the excellence and access which has been achieved in our postsecondary system.

Issue 16. Encouraging efforts to identify areas of shortage and oversupply of faculty, and to provide retraining and other forms of faculty development directed at using faculty resources more efficiently.

RECOMMENDATIONS

16-a. The Regents recommend that the Governor give consideration to implementing programs suggested by the sectors to assist them in their efforts to balance faculty supply and student demand, which also would assist in increasing the numbers of women and members of minority groups at the associate professor and professor ranks, or who achieve tenure. Among the programs proposed are the following: Summertime research grants for faculty. Creation of shared faculty positions. Support for faculty retraining in high-demand fields. Support for faculty exchanges with business, industry, schools, and government agencies.

Issue 17. Assuring campuses sufficient flexibility in the management of their resources to carry out their unique missions and preserve lay board governance, institutional autonomy, and vitality.

RECOMMENDATIONS

17-a. The Regents recommend that the Governor continue his efforts to make available to the public sectors greater administrative flexibility in the management of their resources.

ENROLLMENT PROJECTIONS

Actions

During the period of this Plan, the Regents and the Department will:

18-a. Work closely with the central organizations of the four sectors in developing and refining enrollment projections with consideration for differences in both the enrollment approach for each organization and the utilization of results.

REGENTS OBJECTIVES ACCEPTED BY THE GOVERNOR AND RETAINED FROM THE 1980 STATEWIDE PLAN

1. By 1990 the quality of education in New York's postsecondary institutions will be improved, as indicated by the level of student skills and knowledge demonstrated on performance measures developed or selected by the institutions.

2. By 1990, in the aggregate, the proportion of students completing degree programs in New York's postsecondary institutions will be improved:
   a) in comparison with the proportion completing programs in 1980, and
   b) in relation to the proportion completing programs in other states, as measured by the ratio of degrees awarded in one year to freshman enrollment two and four years earlier.

3. By 1990 the quality of education offered by postsecondary institutions in New York will be improved, as evidenced by their graduates' record of job placement and admission to more advanced levels of study and as measured by the institutions.
   a) For certificate and associate degree programs, the proportions of occupational graduates placed in related jobs and of liberal arts students and graduates who transfer to baccalaureate programs will increase.
   b) For baccalaureate programs, the proportions of graduates admitted to graduate and professional programs or placed in jobs related to their undergraduate programs of study will improve.
   c) For graduate programs, the proportion of doctoral degree-holders placed in academic or non-academic positions broadly related to their educations will improve.

4. By 1990 the quality of New York's colleges and universities will be improved, relative to the rest of the Nation, by the following measures of student choice:
   a) New York will advance its position in the ranking of states by the proportion of students attracted from other states and abroad.
   b) The proportions of National Merit Scholars and Westinghouse Scholars choosing to study in New York will increase.
   c) The proportion of students offered Regents College Scholarships who accept those Scholarships to study at New York colleges and universities will increase.

5. By 1990 the amount and quality of research at New York's colleges and universities will increase to the point that:
   a) New York institutions will account, in the aggregate, for more than 10 percent of all college and university research expenditures in the United States, and
   b) New York's leading research universities will hold or improve their national rankings in terms of research expenditures.

6. By 1990 the quality of instruction and research at New York's colleges and universities will be improved by the following improvements in academic support services:
   a) the library collections of New York (which represent one-tenth of the academic library resources of the entire Nation) will increase so that New York maintains its current leadership position among the states;
   b) students, faculty, and other researchers in New York's colleges and universities will have total bibliographic access to all academic library resources in the State;
   c) two-thirds of New York's colleges and universities will provide quality library user instruction for their students, and
   d) all students will have access to computers, and training in their use, appropriate to their programs and levels of study.

7. a) By 1990 the participation rate of recent high school graduates in first-year college enrollment will exceed the rate of 1980.
   b) By 1990 the educational attainment level of adults in New York State will significantly exceed the national mean.

   (The Governor took no action on this Objective.)

8. By 1990 the proportion of degrees awarded in New York State to members of minority groups at each degree level — associate, baccalaureate, master's, doctoral, and first professional — will

increase more than the proportion of minorities in the State's population increases.

9. In 1990 New York State will continue to have a balanced system of higher education with four strong and autonomous sectors — State University, City University, the independent sector, and the proprietary sector — coordinated through the master-planning process. Each of the three major sectors will include a mixture of open-admission and selective institutions at the undergraduate level.

10. By 1990, every collegiate-level training course or program offered in New York State by nondegree-granting organizations, (including companies, unions, and government agencies) will be appropriately linked to degree programs if the sponsor of the course or program wants such a linkage. Appropriate linkages may include listing of the course or program in the catalog of credit recommendations of the Regents Project on Noncollegiate Sponsored Instruction, formal integration of the courses into a registered program at a degree-granting institution, or agreement with a specific degree-granting institution to award credit for the courses within registered programs at the institution.

11. By 1990 maximum use will be made of the resources of all types of libraries in New York State to support instruction and research in the colleges and universities.

The objectives set by the Regents in their 1980 Statewide Plan for the Development of Postsecondary Education were long-range objectives, to be achieved by 1990. The 1982 Progress Report on the 1980 Statewide Plan indicated the progress which has been made to date toward these objectives. This 1984 Statewide Plan establishes a set of actions and proposes recommendations to the Governor and Legislature that will help attain the objectives of the 1980 Plan.

The 1986 Progress Report on the 1984 Statewide Plan will include a full report on the progress achieved toward the eleven objectives retained from the 1980 Statewide Plan, as well as — and in connection with — the progress on the Actions and Recommendations of this 1984 Statewide Plan.